

## Ulearn08 Conference Christchurch

Ulearn08 conference focused on integrating curriculum development and ICT technologies to empower learning and transform leadership. During the conference through keynote speakers and spotlight presentations we were offered:

- Practical workshops where we were able to try out new technologies and ideas
- Be exposed to new and exciting cutting edge technologies, and ideas that have been used by other professionals
- Engage in discussion and debate with like minded participants
- Reflect on my own professional practice and evaluate where to next

What I have learnt	What changes I'd make in the classroom	What you would see in the classroom and the children's learning
<b><u>Keynote 1 Will Richardson and Sheryl Nussbaum-Beach</u></b>		
<ul style="list-style-type: none"><li>• We need to look at ways we can look at technologies to expand learning. To do this we need to develop communities of networked learners</li><li>• We have a moral obligation to be able to provide students with the access, knowledge and technology.</li><li>• We need to be on board with these technologies ourselves and look to what we need to do to improve our own skills to be able to own it</li></ul>	<ul style="list-style-type: none"><li>• Introduce more work using computers (if they were available) for more technology based learning</li><li>• Exposure to different types of technologies - invite specialists to take sessions if necessary until I am up skilled in the specific areas</li></ul>	<ul style="list-style-type: none"><li>• Increased ICT time in the classroom with access to more diverse learning using a range of tools</li><li>• Peer tutoring and sharing</li></ul>
<b><u>Breakout 1 Janette Steele and Debbie Franich</u></b>		
<ul style="list-style-type: none"><li>• Teaching Learning we need to teach students how to learn for themselves.</li><li>• Brainstorming or thought showers</li><li>• RANT - record all ideas regardless if you think they are right or wrong. Accept - no discussion at this time. Number - go for as many ideas as you can. Time - place time limit on it and stick to it.</li><li>• Questioning - we need to train our learners to be professional questioners</li></ul>	<ul style="list-style-type: none"><li>• 2's to 4's, think time, talk to partner, share to 4, think/pair/share, independent think time, mind map, progression, colour code new information, bubble organiser, double bubble</li><li>• Questioning train where it pulls another question behind it on the same topic</li><li>• Pro and con sheet, Compare and contrast sheet</li><li>• Evaluate project - what did you find easy/difficult, what problems did you have, what would you do differently</li></ul>	<ul style="list-style-type: none"><li>• Children taking ownership of their own learning</li><li>• Asking questions that are broad and deep</li><li>• Self evaluation with where to next coming from students</li></ul>

**Breakout 2 Mark Treadwell –competencies for the 21<sup>st</sup> century – establishing competencies as the central core of the new curriculum**

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| <ul style="list-style-type: none"> <li>• All staff meetings should be conducted off site around food and good dinks in a social setting</li> <li>• We need a community where people are tolerant of difference - creative in the wider sense of the word.</li> <li>• We need to be producing 70-90% of learners who get the implicit messages when learning rather than the explicit.</li> <li>• ICT technologies are driving the 2<sup>nd</sup> renaissance knowledge is now available freely as it was when books were first introduced.</li> </ul> | <ul style="list-style-type: none"> <li>• More inquiry learning units to encourage implicit learning and students taking ownership of their own learning</li> <li>• Questioning</li> </ul> | <ul style="list-style-type: none"> <li>• Questioning skills being honed</li> <li>• A group of learners who are tolerant to change and diversity</li> </ul> |
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**Keynote 2 Steve Carden – a marriage of necessity**

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| <ul style="list-style-type: none"> <li>• Recognises there is a special talent required over upcoming years to cope with changes that we face</li> <li>• What sort of society will we need to keep NZ going forward?</li> <li>• Massive jump in technology - the type of jobs that our students will do aren't invented yet. The problems they will face haven't even been thought of.</li> <li>• Willingness to change - embrace and enjoy change, institutions and the way we do things.</li> <li>• Work force needs highly adaptive people not only to build levels of understanding between groups but also understanding of change. We need to be dynamic, creative and adaptive</li> <li>• Tacit jobs will increase while transaction jobs will decrease.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage implicit learning by using inquiry units where through questioning and discovery children are taking more control of the direction of their own learning.</li> <li>• Taking their thinking and questioning to higher order level</li> </ul> | <ul style="list-style-type: none"> <li>• Children taking ownership of direction of their own learning</li> <li>• Questioning strategies where students are asking the questions not the teacher</li> <li>• Flexible thinkers/learners who are adaptive</li> <li>• Leadership skills being developed</li> </ul> |
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<ul style="list-style-type: none"> <li>There needs to be radically new ways of educating young people</li> </ul>		
<b><u>Breakout 3 Tina Hardie and Nicole Cunningham - Little people making a big difference</u></b>		
<ul style="list-style-type: none"> <li>One concept/theme per year with different contexts per term</li> <li>Whole school planning</li> <li>Roll - each day by the children are responsible for moving their own picture across on a wall chart. The star of the day then reads out who is absent to the teacher.</li> <li>Yet another slant to Inquiry learning</li> </ul>	<ul style="list-style-type: none"> <li>Continue the concept over a longer period</li> <li>Children taking more responsibility in the classroom for roll and other management areas</li> </ul>	<ul style="list-style-type: none"> <li>Students able to make more comparisons during inquiry unit as more contexts are explored</li> <li>Ownership of classroom responsibilities</li> </ul>
<b><u>Breakout 4 Paula Jamieson Builder Blog - can we do it yes we can</u></b>		
<ul style="list-style-type: none"> <li>Blogging is another tool that can be used to keep students abreast of technologies available through the country and world.</li> <li>This is something I need to work on</li> <li>It is an alternative to Beebo and other like pages</li> </ul>	<ul style="list-style-type: none"> <li>Set up a blog for the beginning of next year and have it available to the children throughout the day</li> <li>Make contact with schools in other countries</li> <li>Incorporate it into Inquiry Learning</li> </ul>	<ul style="list-style-type: none"> <li>Students blogging and communicating with other students from within the school, country and overseas</li> <li>A more technology based classroom</li> </ul>
<b><u>Break Out 5 - Trade Exhibition Hall</u></b>		
<b><u>Breakout 6 Fintan Kelly, Leisha Barnes and Paula Hancock - Using SOLO Taxonomy to enhance the conditions of value in student inquiry</u></b>		
<ul style="list-style-type: none"> <li>3 staff meetings a term and only for PD - teachers have enough to do with out attending needless meetings</li> <li>Admin meeting in mornings before school once a week</li> <li>Generous release time given to staff for planning of units</li> <li>Teacher encouraged to take risks. BOT up skilled. Parents kept informed</li> <li>Tools of Inquiry learning on display in the classroom for the children to see so they can choose what tools</li> </ul>	<ul style="list-style-type: none"> <li>Tools of Inquiry learning on display in the classroom for the children to see so they can choose what tools they would like to use.</li> <li>Use of STAR model</li> <li>Questioning matrix on display and used across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Questioning that generates different levels of cognition, question to encourage students to think more deeply, questions that focus on emotional responses</li> <li>Students selecting which tools of inquiry best fit their needs</li> <li>Ownership of assessment of learning units</li> </ul>

<p>they would like to use.</p> <ul style="list-style-type: none"> <li>• 'Star model' - Starter knowledge, Time for questions, Assessing and sorting, Reporting and presenting, Self evaluation</li> <li>• Same language is used throughout the school</li> <li>• Questioning styles and purposes</li> </ul>		
<b>Breakout 7 Pania McVay-Stewart - Effective questioning strategies for the classroom</b>		
<ul style="list-style-type: none"> <li>• What is effective questioning? Plan questions in advance, build up to more challenging questions, focus on a few careful constructed open ended question, ask one question at a time, use think time, avoid answering your own question, vary question strategies, ensure all students have the opportunity to respond to questions by catering for the range of learner's in the class</li> <li>• Introduce different questioning strategies develop student awareness of different types of questions and the thinking that is required, make time for student questions and celebrating them, providing feedback to student questions, clarify students questions</li> <li>• Product -what, when and who questions, key ideas and facts</li> <li>• Process - how question is associated with procedures and processes</li> <li>• Opinion - why questions that consider casual relationships and require explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Questions that generate different levels of cognition, question to encourage students to think more deeply, questions that focus on emotional responses</li> <li>• Strategies and activities for developing effective questioning</li> </ul>	<ul style="list-style-type: none"> <li>• A shift in the students questioning techniques</li> <li>• Questioning strategies where students are asking the questions not the teacher</li> </ul>

### **Overall conclusion**

This was a wonderful opportunity for me as a first year full time teacher to experience some fantastic speakers and presenters. They shared so many different ideas and insights into where New Zealand education is heading and a host of different ways that we can meet the needs of our learners. From the small number of breakouts that I attended I think that at Ohaupo School we have made a strong start with our inquiry learning. There are clearly many different tools that can be used for Inquiry but they all hinge around questioning and how the students are implicit learners rather than explicit learners. The other clear message is that technology is the way of the future and we have a moral obligation to provide our students with the knowledge to use this. This requires us being on board with new and innovative methods. If you are not prepared to meet these new challenges then the message was clear - there's the door and close it on the way out! This will require professional development for staff and BOT. There also needs to be a commitment from the Government to provide adequate funding for schools that can be channelled into ICT for both equipment and PD.

I would like to thank the Board again for having the foresight to send the entire staff to this conference so that we had the opportunity to attend sessions that led to interesting discussions and opinions while we were there together.

Regards

Sue Prendergast